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# GPHY 121S.01: Human Geography

Christiane vonReichart  
*University of Montana, Missoula*

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# **GPHY 121SX Introduction to Human Geography**

## **Spring 2018 (CRN 34359)**

### **Stone Hall 304, MWF 12-12.50pm**

#### **Instructor and TA information:**

Instructor: Christiane von Reichert

Office: Stone Hall 210

Email1: [c.vonreichert@umontana.edu](mailto:c.vonreichert@umontana.edu)

Email2: [chris.vonreichert@mso.umt.edu](mailto:chris.vonreichert@mso.umt.edu)

Voice: 406-243-4784

Office hours: M 10.30-11.30 am, 1-2 pm, W 11-11.30 am, 1-2 pm, F 10.30-11.30 am, and by arrangement

Teaching Assistant: Morgan Anderson

Office: Stone Hall 206

Email: [morgan2.anderson@umontana.edu](mailto:morgan2.anderson@umontana.edu)

Office Hours: M 11am -12pm, 2-3pm W 2-3pm F 11am-12pm

#### **Course Objective: Learn to think like a Geographer!**

GPHY 121 Introduction to Human Geography sets out to build geographic literacy by exposing you to the richness of Human Geography (GenEd S) and raising global awareness about our diverse and increasingly interconnected world (GenEd X). You will also gain exposure to Geography's broad set of tools and techniques which boost your analytical skills, aiding in decision making and problem solving.

#### **Learning Outcomes:**

Learning outcomes 1 through 5 align with **National Geography Standards**, outcome 6 supports **GenEd Social Science S** learning goals and outcome 7 supports **GenEd Global and Indigenous Perspectives X**.

Through this course, you will:

1. Understand **the world in spatial terms** by
  - using maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
  - using mental maps to organize information about people, places, and environments;
  - analyzing the spatial organization of people, places, and environments on Earth's surface.
2. Understand the significance and meaning of **places and regions** by
  - describing the "human characteristics" of places;
  - describing how "people create regions" to interpret Earth's complexity;
  - describing how culture and experience influence people's perception of places and regions.
3. Understand the patterns, processes and complexities of **human systems** by
  - describing the characteristics, distribution, and migration of human populations on Earth's surface;
  - describing the characteristics, distributions, and complexity of Earth's cultural mosaics;
  - describing the historical and contemporary patterns and processes of development, social and economic, that affect people, places, regions, and states;
  - describing the patterns and networks of economic interdependence on Earth's surface;
  - describing the process, patterns, and functions of human settlement;
  - describing how forces of cooperation and conflict among people influence the division and control of Earth's surface.
4. Understand the interactions and interdependencies between **humans and their environment** by
  - describing how human actions modify the physical environment;
  - describing how physical systems affect human systems;
  - describing the changes that occur in the meaning, use, distribution, and importance of resources.
5. Put to **use the geographic** skill set and knowledge base by
  - applying geography to interpret the past;
  - applying geography to the interpretation of the present and plan for the future.

6. Meet **GenEd Social Science S** learning goals by
  - developing knowledge of places, regions, cultural landscapes, languages, states, populations, - all of which are spatial structures that relate to human behavior, organization, social phenomena, and/or relationships; (GenEd S learning goal 1)
  - acquiring an understanding and knowledge of geographic theory, both current and from the past, that seeking to explain human organization in the context of space, and relations to the environment; (GenEd S learning goal 2)
  - developing the ability to understand, assess and evaluate data to draw conclusions and generalize. (GenEd S learning goal 3)
7. Attain **GenEd Cultural and International Diversity X** learning goals by
  - Exploring the ways in which culture/ethnic groups define themselves, their attachments to place, and how their political and economic organization in relation to other groups has changed in response to colonialism, state building, neocolonialism, supranationalism, neoliberal political-economic globalization, and the emergent sustainability framework; (GenEd X learning goal 1)
  - demonstrating an awareness of diverse human settlement types, at scales from local to global, and on how political and economic forces affect relations of groups to one another and to the larger spatial aggregations; (GenEd X learning goal 2)
  - analyzing and comparing rights and responsibilities of 21<sup>st</sup> century citizenship, mainly through the topic of “development” with its social, economic, and environmental dimensions at regional, national, and international scales. (GenEd X learning goal 3)

### **Recommended Textbook:**

- Greiner, A. 2014 or 2017. Visualizing Human Geography. 2<sup>nd</sup> or 3<sup>rd</sup> ed, Wiley.
- Additional readings posted on Moodle

### **Additonal Materials**

- I may explore the use of i-clickers

### **IT: Moodle online course supplement, computer use and communication:**

**Moodle:** Moodle is an [online course learning system](http://umonline.umt.edu) (<http://umonline.umt.edu>) giving you access to course materials 24/7. You need to regularly access Moodle using your NetID to keep yourself informed about the class, obtain supplementary course materials, obtain assignments, and submit assignments. I will post abbreviated versions of lecture notes and other class related items, ie this syllabus. To view course materials posted on Moodle you either need the software I use to create the files (Powerpoint, Word, Excel, Adobe Reader, etc) or plugins that allow you to view the files.

You will also submit assignments and video reviews (or some of them) to Moodle, which must be compatible with a PC/Windows system. If you use Apple or other operating systems, please make sure to create and submit PC/Windows compatible files (ie pdfs, Word, EXCEL)

Organization on your part is a plus for you to do well in this course. If you are new to Moodle, I recommend that you access UOnline and work through the Moodle Student Resources (tutorials) within the next few days.

**Computer use:** To succeed in this course, you need access to and know (or learn) how to use a Windows computer with Internet connection. Computers in the [IT \(information technology\) computer labs](https://www.umt.edu/it/services/computerlabs/computerlabs.php) (<https://www.umt.edu/it/services/computerlabs/computerlabs.php>) throughout the campus, for instance LA 139 or UC 220, are well-suited to meet the needs of this course. Also check out the [Mansfield Library computer facilities](http://www.lib.umt.edu/computer-availability/) <http://www.lib.umt.edu/computer-availability/>

IT and library labs also offer laser printing for a fee. If you are a novice computer user I recommend that you work with a classmate who has some computer skills. IT has a helpdesk, [ITCentral](http://www.umt.edu/it/support/) (<http://www.umt.edu/it/support/>), in SocSc 120 (phone: 243-4357 or 243-help; [ITCentral@umontana.edu](mailto:ITCentral@umontana.edu)).

ITCentral should be your first contact with NetID- and password-related questions. The Mansfield Library set up a computer that can assist with your NetID.

**Communication:** Besides access to course materials and assignments, Moodle offers easy communication between instructor, TA and students. By default, Moodle is set up to send email to your official university email address (firstname.lastname@umontana.edu or [firstname.lastname@umconnect.umt.edu](mailto:firstname.lastname@umconnect.umt.edu)). If that email has been in use before, a number may be added to your firstname i.e. [firstname2.lastname@umconnect.umt.edu](mailto:firstname2.lastname@umconnect.umt.edu). Make sure to regularly check your UM email.

## Grading: grade mode and plus-minus grading; elements of your grade

The Grade Mode for this course is T (Traditional, letter grades). Traditional grading and a letter grade of C- or higher are required for a course to be used toward meeting GenEd and/or program requirements.

Grades are assigned using a plus-minus grading scheme, as shown in the following table.

### Grading scheme: plus – minus grading

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.3-100	90-93.3	86.7-90	83.3-86.7	80-83.3	76.7-80	73.3-76.7	70-73.3	66.7-70	63.3-67.7	60-63.3	<60

You earn your grade in a variety of ways: through assignments, exams, video reviews, participation and in-class exercises. Approximate points are shown in the following table.

### Elements of your grade

Assessment Type	Number given	Comments: timeliness, missing	Points per type, approx..	Total min	Total max
Assignments (~ 30%)	4 given	Submit assignments via Moodle. No late assignments. The lowest grade on assignments will be dropped. That means if you miss one assignments (ie due to illness, etc.) that score of 0 will be dropped without a negative effect on your grade.	10	30	40
Exams (~ 45%)	4 exams (including one during the final exam period)	You will need a red scantron sheet for each exam. Of 4 exams, the lowest score will be dropped. If you missed an exam (ie due to illness etc) that score of 0 will be dropped without a negative effect on your grade. No make-up exams.	15	45	60
Video Reviews (~ 15%)	3-4	Submit video reviews via Moodle. No late video reviews. The lowest grade on video reviews will be dropped. That means if you miss a review (ie due to illness, etc.) that score of 0 will be dropped -- without a negative effect on your grade.	5	15	20
Participation, in class exercise (~ 10%)	Constructive participation in class; several in-class exercises			10	10
	<b>Total points</b>			<b>100</b>	<b>130</b>
Bonus points	For volunteering for the bike-ped count on Tuesday May 1 from 3-5 PM or 4-6 PM, depending on location, and Saturday May 5 from 12-2. <a href="http://www.ci.missoula.mt.us/transportation">Transportation-Division</a> <a href="http://www.ci.missoula.mt.us/transportation">http://www.ci.missoula.mt.us/transportation</a>			0	2

### Please note: no late assignments, no late video reviews, no make-up exams

Opportunities to miss grade elements (exam, assignment, video review) are for emergencies, not to manage your grade. It is not a wise idea to use these 'allowances' without good cause.

The exams are multiple choice. Please bring a scantron sheet, standard form (red). You can buy scantrons for a quarter or so in the UC Bookstore and also (I was told) at the coffee shop near Stone Hall.

### **Digital submission directions**

You will submit assignments and some of the video reviews digitally via a dropbox on Moodle.

For assignments, you are free to work in a team of two or three students.

For these group assignments, be sure to include all group members' names on the assignment.

The file needs to be in Windows compatible format (docx or pdf, or xls) and should be named LastNameFirstNameInitial\_LastNameFirstNameInitial\_LastNameFirstNameInitial\_A#.\* (# stands for the number of the assignment, i.e. 1 for Assignment 1), ie. vonReichertC\_AndersonM\_A1.pdf.

Each member must separately submit the document, to make sure everyone receives credit – and to not miss out if a team member overlooks submitting the team's work.

(Please note: submitting the same or very similar assignments without showing names of collaborators is in violation of the Student Conduct Code.)

Video reviews are single-author documents. Shorter video reviews may be submitted in class at the end of the documentary/class period.

For on-line submissions via Moodle, you typically have one week to submit assignments or video reviews. You can submit any time during this period and do not have to wait until the deadline.

***We will NOT use e-mail to forward information on individual scores or grades.*** We will employ Moodle to post scores of grade elements. If there should be technical difficulties with that, we will look for other ways of making scores available – but not via email.

The Moodle gradebook seems to not have the sophistication to calculate grades with lowest scores dropped. Therefore, Moodle is not capable of showing your final grade, which could be better than aggregate scores shown on Moodle.

## **Course guidelines and policies:**

### **Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpesa/documents/Student%20Conduct%20Code%20PDF-%20FINAL%208-27-13.pdf) <http://www.umt.edu/vpesa/documents/Student%20Conduct%20Code%20PDF-%20FINAL%208-27-13.pdf>

Please know that the student conduct code includes segments on Academic Conduct as well as General Conduct. Violation of the General Conduct Code includes disruptions in class.

### **Disability modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](https://www.umt.edu/dss/default.php) (<https://www.umt.edu/dss/default.php>).

Students with disabilities are encouraged to register with Disability Services (Lommasson Center 154, 406-243-2243) early on. If you are a student with disabilities, you may request – in advance, not retroactively -- reasonable modifications by contacting me, and I will work with you and Disability Services to provide an appropriate modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Accommodated exams need to be taken on the same day and at or near the same time as in-class exams scheduled on the syllabus.

### **Attendance and participation (incl. in-class activities)**

Attendance is essential to succeeding in this class. Students who regularly attend class find it much easier to learn the materials and gain a much better understanding of the subject. They also do well on exams, complete assignments with ease—and benefit overall much more from the course.

Once you come to class, I expect you to be there for the entire period. (Exceptions should be limited to medical appointments or sudden illness.) It is disruptive to the instructor and to fellow students if students leave during

the class period. It is similarly disruptive if students have conversations during the lecture. I am asking those of you who are more interested in personal conversation than in the subject taught to drop the course for the benefit of others who are serious about taking the course.

Cell phones are similarly disruptive. If you carry a cell phone, please turn it on mute during the class period. There may be class periods during which I will call on smart phone users for information.

In-class activities and constructive participation account for approximately 10% of your grade.

### **Incompletes:**

Please see the Catalog pages for University policies on **Incompletes**. My recommendation: make every effort to avoid an Incomplete! If you have an emergency in the latter part of the semester, please communicate with me to discuss whether an Incomplete is an option for you.

### **Official dates and deadlines, including course withdrawal**

For official Spring 2018 Dates and Deadlines <http://www.umt.edu/registrar/PDF/201830-Official-Dates-and-Deadlines.pdf>, please consult information from the Registrar. Also see the UM Academic Calendar 2017-18 online (<http://www.umt.edu/provost/academiccalendar/>.)

### **Additional Resources and Services**

**EOP/TRIO:** Some of you may be eligible and may wish to enroll in C&I 160 Learning Strategies for Higher Education. This course teaches time management, note taking, goal setting, text preparation, etc. Contact the Educational Opportunity Program EOP/TRIO (<http://www.umt.edu/trioss/>) (406-243-5032). EOP can also inform you about tutoring and mentoring programs.

**AISS:** Native American students additionally may wish to contact American Indian Student Services, (<http://www.umt.edu/aiss/default.php>) (406-243-6306), located in the beautiful Payne Family Native American Center, to obtain information on support services for American Indian Students.

**The Writing Center:** During the semester, the Writing Center [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter) offers tutoring services in writing. Located in LA 144 (406-243-2266), the Writing Centers is open on weekdays.

**Career Services** (406-243-2022), located in Lommasson Center 154. Career Services <http://www.umt.edu/career/> can help with employment-related inquiries. Please note fall and spring job fairs, workshops on resume writing, job interviewing, etc.

The **Curry Health Center** <http://www.umt.edu/curry-health-center/> on Eddy Street (406-243-2122), provides medical services for students, including counseling

**Mountain Line and ASUM Transport:** Did you know that Missoula's bus service, the Mountain Line <http://www.mountainline.com/> is free? ASUM buses are also free, including the U-DASH evening bus to downtown [http://www.umt.edu/asum/asum\\_agencies/Transportation/bus/default.php](http://www.umt.edu/asum/asum_agencies/Transportation/bus/default.php).

### **Course Calendar:**

Please see below. The schedule may be subject to change. Exam dates are firm.

date				
22-Jan	Mo	1	Introduction to the course	
24-Jan	We	2	What is Human Geography	Ch 1
26-Jan	Fr	3	Maps and Mapping	Ch 1, PSU, Wldmapper; <a href="https://www.e-education.psu.edu/geog160/c3_p14.html">https://www.e-education.psu.edu/geog160/c3_p14.html</a> ; <a href="http://www.worldmapper.org/">http://www.worldmapper.org/</a>

29-Jan	Mo	4	Globalization & Cultural Geog.	Ch 2
31-Jan	We	5	Globalization & Cultural Geog.	Ch 2
2-Feb	Fr	6	Population & Migration	Ch 3
5-Feb	Mo	7	Population & Migration	Ch 3
7-Feb	We	8	Population & Migration	Ch 3
9-Feb	Fr	9	Population & Migration	Ch 3
12-Feb	Mo	10	Population & Migration	Ch 3
14-Feb	We	11	Exam 1	
16-Feb	Fr	12	Careers in Geography	<a href="http://www.aag.org/cs/careers">www.aag.org/cs/careers</a>
19-Feb	Mo		Presidents' day, no class	
21-Feb	We	13	Geographies of Development	Ch 11
23-Feb	Fr	14	Geographies of Development	Ch 11
26-Feb	Mo	15	Geographies of Development	Ch 11
28-Feb	We	16	Geographies of Development	Ch 11
2-Mar	Fr	17	Urban Geographies	Ch 8
5-Mar	Mo	18	Urban Geographies	Ch 8
7-Mar	We	19	Urban Geographies	Ch 8
9-Mar	Fr	20	Urban Geographies	Ch 8
12-Mar	Mo	21	Exam 2	
14-Mar	We	22	Industry & Services	Ch 10
16-Mar	Fr	23	Industry & Services	Ch 10
19-Mar	Mo	24	Industry & Services	Ch 10
21-Mar	We	25	Industry & Services	Ch 10
23-Mar	Fr	26	Agriculture & Resources	Ch 9
Mar 26-30			Spring break, no classes	
2-Apr	Mo	27	Agriculture & Resources	Ch 9
4-Apr	We	28	Agriculture & Resources	Ch 9
6-Apr	Fr	29	Agriculture & Resources	Ch 9; USDA Food Atlas <a href="https://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas/">https://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas/</a>
9-Apr	Mo	30	Political Geographies	Ch 7
11-Apr	We	31	Geographies of Identity	Ch 6; US Bureau of the Census <a href="http://www.census.gov">www.census.gov</a>
13-Apr	Fr	32	Exam 3	
16-Apr	Mo	33	Language	Ch 4
18-Apr	We	34	Language	Ch 4
20-Apr	Fr	35	Language	Ch 4
23-Apr	Mo	36	Religion	Ch 5
25-Apr	We	37	Religion	Ch 5
27-Apr	Fr	38	Religion	Ch 5
30-Apr	Mo	39	Environmental Challenge	Ch 12
2-May	We	40	Environmental Challenge	Ch 12

4-May	Fr	41	Environmental Challenge	Ch 12
May 7-11	Final	42	Friday May 11, 10.10am-12.10pm, Exam 4	
12-May	Sa		Commencement	